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Guidelines recommend the development of mutual cooperation between the board of education and its chief administrator, the district school superintendent. Particular attention is given to the role of the board of education in formulating district policy, establishing effective board-community relations, selecting and evaluating the superintendent, and filling board vacancies. The complex role of the school superintendent is defined with respect to his responsibility to the board of education, the community and his staff. A series of appendices includes a sample brochure describing a school superintendent position vacancy, checklists for a superintendent interview and a community attitude survey, a superintendent employment contract, and guidelines for evaluation of both the superintendent and the board of education. (JK)

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THE SUPERINTENDENT-BOARD RELATIONSHIP

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SUPERINTENDENT/BOARD RELATIONS

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PREFACE

Perhaps at no other time in the history of public education has there been a greater need for mutual cooperation and understanding between the Board of Education and its chief administrator, the district superintendent. Our rapidly changing society is bringing new pressures and demands upon public schools and those serving as members of the board or as superintendent.

Pressure areas demanding attention include the need for development and improvement of educational methods, an increase in teacher professional awareness and organizational impact, racial tensions, political differences, and taxpayers' resistance to increased taxes. Solutions to these and other problems must be found. Mutual understanding between the board and the superintendent and an amicable resolution of problems is necessary to maintain stability and progress in our schools.

To assist in this endeavor, a committee representing the California Association of School Administrators (CASA) and the California School Boards Association (CSBA) presents this series of guidelines. Application of the guidelines will necessarily require adjustment since there are significant differences among school districts in such areas as community composition, wealth, size, and other factors. It is possible, however, to delineate some basic concepts as they relate to the board's and superintendent's roles and responsibilities, evaluations and assessments, communications and public relations. This is the purpose of this publication.

Both the California Association of School Administrators and the California School Boards Association are prepared at all times to provide guidance, consultation and assistance to both superintendents and boards of education.

CHAPTER I

THE ROLE OF THE BOARD

INTRODUCTION

An effective member of a board of education is well informed as to his responsibilities and the manner in which they are best met. The board functions best when there is understanding of its roles, its relationship to its own members, to the superintendent, and to all members of the staff. The board has the responsibility to understand its legal requirements and limitations, its position as it relates to the State Legislature and the Constitution, the State Board of Education, and the State Department of Education. An understanding of the expectations and temperament of the total community is an asset to the board member as he undertakes to represent it. Further success comes when the board member clearly understands the role of the superintendent and the working relations between the superintendent and the administrative staff.

ESTABLISHMENT OF DISTRICT POLICY

A. Development of Policy

A set of written district policies is the guideline and the authority for the district superintendent in carrying out his duties. Policies should be developed with the understanding that they will serve both present and future needs. Policies developed under stress of emergency often fail to fulfill the long-term needs of the district.

B. Adoption and Amendment of Written Policy

Policies should be adopted through a procedure which provides ample time for reactions from the staff and the community, as well as the board. Proposed policies may originate with the professional staff, the administration, the board, or the community. The proposed policy is then presented to the board for consideration and final action. Policies should be checked with legal counsel to verify that they comply with the Education Code and other laws. District policy should provide for similar procedure for modification as required or desired.

C. Interpretation and Administration of Policy

The superintendent has the responsibility for interpreting the district policies and incorporating such interpretations into a written set of Administrative Procedures, subject to ratification by the board. He has the further responsibility for administering the policies, either personally or by assuring their implementation through assignment to appropriate personnel.

D. Review of Policies

The board should provide for the regular review of district policies. Particular emphasis should be given to the examination of policy where conflict or misapplication has occurred. Care should be taken by the board to clarify any such policy.

SELECTION OF THE SUPERINTENDENT

The selection of the district's chief executive officer is a major responsibility of the board of education. Special treatment has been given to this topic in Chapter IV, under the heading, SELECTION OF THE DISTRICT SUPERINTENDENT.

ESTABLISHMENT OF EFFECTIVE BOARD-SUPERINTENDENT RELATIONS

A. Board Delegates Administrative Duties to the Superintendent

Boards must not confuse policy decision-making and administration. Once the board has established guidelines, through policy development, it should authorize and support the superintendent's administration of the district within this framework.

B. Board Advises and Consults with the Superintendent

The board should seek the assistance of the superintendent as the chief advisor in gathering information necessary to decisions. The board will be asked to give direction to the superintendent in handling issues which may need clarification beyond the policy statement.

C. Board Recognizes Professional Growth

Other than for pursuit of higher degrees, which is primarily a personal responsibility of the superintendent, the board should give consideration to the professional growth of the superintendent by providing opportunities and any appropriate financial assistance. Further, the board should encourage both the superintendent and board members to participate in professional organizations, short-term conferences, workshops, and visitations to other school districts.

D. Board Provides Superintendent Time for Planning

The board should expect and require professional leadership from its superintendent. In this role he will need time to think, to plan, and to investigate programs being carried out in other districts.

ESTABLISHMENT OF EFFECTIVE BOARD-COMMUNITY RELATIONS

A. Board Role of Leadership in Community

Board members must recognize that they will be looked upon as community leaders. Their individual actions and attitudes, in public and in private, will reflect upon the office and upon the schools. If respect and cooperation are demonstrated in the board's relationships with the superintendent, the staff, and the community, public confidence in the total educational program will be enhanced.

B. Board Sensitivity to Community Thinking

The board must be cognizant of community attitudes and general areas of concern and interest. Care must be taken to keep the public informed of new programs and innovations, activities, and district goals and objectives. Identification and utilization of those within the community who can assist in furthering educational aims and establishing good community relations can be of immeasurable value to the district.

C. Board Provision for Two-way System of Communication

The board must also establish open lines of communication through which individuals in the community may convey their ideas and desires to the board. Written policies should be adopted which specifically encourage an effective and mutually beneficial interchange between the community and the board.

D. Board Establishment of Methods for Receiving Complaints

The board should have a policy which provides procedures for handling complaints from parents or community members, in order that such matters will be expedited in a fair and courteous manner. Adequate procedures will also prevent domination or intimidation by pressure groups.

ESTABLISHMENT OF PROCEDURES FOR BOARD MEETINGS

A. Conduct of Board Members

As elected representatives of the public, boards of education are subject to close scrutiny, particularly at board meetings. They are expected to be dignified, well-informed members, who are alert to the wishes of the community, use good judgment, and demonstrate insight and understanding in arriving at decisions. Freedom from prejudice, bias, or commitment to special interests is essential.

B. Board Meeting Room

The board room should be arranged so as to make communication as easy as possible in conducting the district's business. Seating arrangements should achieve optimum communication between board members and staff. Members of the audience are basically observers and as such should be seated clearly apart from the board.

C. Written Procedures and Agenda

It is important that procedures for board meetings be a part of written board policy. Efficient board action usually occurs if such procedures are followed. A complete agenda should be prepared by the superintendent, posted according to law, and printed in multiple copies. Board members should receive copies with all supporting data in advance of the meeting.

D. Role of the Public at Board Meetings

Written procedures providing for public participation at board meetings can prevent misunderstanding and problems resulting from dissatisfaction. The public has the right to be heard at board meetings but care must be taken to prevent a single individual or group from disrupting or taking over the meeting and dominating discussion to the exclusion of the rights of others. Appearances and presentations may be subject to such reasonable limitations as the board may provide in its rules and regulations.

E. Executive Sessions

Provisions for closed or executive sessions have been made in law and should be carefully observed. In giving consideration to subjects appropriate to executive sessions, it is an obligation of the board to keep within the provisions of the Brown Act, or the Secret Meeting Law (Government Code, Section 54950 et seq.) (See Appendix E)

EVALUATION OF THE SUPERINTENDENT

A. Systematic Approach to Evaluation

Conducted in an objective and helpful way, periodic evaluations of the superintendent will be beneficial to all concerned. The board may wish to utilize prepared evaluation forms or checklists and should make such evaluations annually. The evaluations should be conducted in compliance with the Brown Act.

B. Evaluation of Management of District and Educational Program

Concurrently with the evaluation of the superintendent, the board should evaluate the educational program as a means of measuring the quality of the educational leadership and management skills of the superintendent. Evaluation will be discussed further in Chapter V.

FILLING BOARD VACANCIES

A. Responsibility of the Board as a Whole

Filling a vacancy on the board of education should be expedited by the board itself. The board has the duty to encourage candidates with the highest standards of integrity, dedication, and interest in good public education to seek positions on the board.

B. Responsibility of Individual Board Members

Board members may assist in seeking qualified candidates in filling a vacancy on the board as a means of maintaining continuity and good working relationships. A board member should give notice as far in advance as possible of any intent to retire, resign, or refile.

C. Responsibility to the Community in Board Elections

The board usually assumes the responsibility of informing the voters and candidates of all legal aspects of elections, filing, or other pertinent information, but the legal responsibility may vary from district to district. Publishing a checklist of qualifications of candidates will be helpful.

CHAPTER II

ROLE OF THE SUPERINTENDENT

INTRODUCTION

One of the most complex of public administrative positions in modern-day organizations, namely, that of the superintendent of schools, reflects the complicated nature of the public schools in present-day America. Few positions, in or out of the public sector, demand the daily employment of knowledge from as wide a span of disciplines, in addition to the usual administrative activities of planning, financing, hiring and developing personnel, and public relations.

The role of the superintendent, while complex, is also one which is limited in many ways, particularly by the Legislature and by the latter's local extension of authority, the school board. The discussion which follows is focused on those general aspects of the superintendent's role which highlight the role itself, and is intended to suggest the opportunities of the position without an over-emphasis on the limitations.

EXECUTIVE OFFICER OF THE BOARD

The district superintendent serves as the executive officer of the board and usually is designated as the official secretary of the board. He should have clerical assistance in keeping accurate and complete minutes of all meetings.

A. Serves as Advisor to the Board

The superintendent is responsible for ascertaining and assessing current practices, methods and materials, and experimental practices in other school districts as well as in his own. As advisor to the board, he should analyze and cause this information to be presented to the board whenever appropriate. Other pertinent information, in any area, should be channeled to the board automatically, or upon request.

B. Superintendent's Office Prepares Agenda

The superintendent is responsible for the preparation of the agenda in conformity with policies of the board. These policies should provide a basis for the inclusion of agenda items from whatever the source.

C. Implements Policy

The superintendent assists in formulating policies which are acted upon by the board, and then should prepare a set of written regulations implementing these policies. He then delegates, supervises, and otherwise directs the staff in carrying out the district policies and regulations. It is good procedure to prepare and distribute a staff handbook, which outlines policies, regulations, and suggested procedures.

EDUCATIONAL LEADER OF THE SCHOOL SYSTEM

A. Responsibility for Educational Program

The educational program of the district is the chief concern of the superintendent. As the educational leader of the district he should continuously develop and expand its programs and keep the board fully informed of status, progress, and developments in this vital area.

B. Inclusion of the Staff in Planning and Evaluating

He recognizes the need for including the professional staff in curriculum and program development and improvement and provides encouragement, direction, and opportunity for their full participation.

C. Provides Community Representation for the Public Schools

He takes part in public affairs, in both school and non-school activities, and encourages his staff to become active in the community. If he has broad and direct contacts, he is able to assist materially in interpreting the schools to the community.

PUBLIC RELATIONS AND COMMUNITY CONTACTS

A. Establishes Good Lines of Communication in the Community

The superintendent establishes a good working relationship with all news media. He provides other methods necessary to ascertain the thinking of the community and its wishes and then relays this information to the board.

B. Knows and Works with Community Leaders

Maintaining good community relations requires a knowledge of the groups or individuals who are the leaders of the community, and those who will assist in the promotion and support of the public schools. The superintendent must maintain contacts sufficient to keep in touch with these leaders and to be informed of public opinion.

PERSONNEL PRACTICES AND STAFF ORGANIZATION

A. Screens Applicants and Makes Recommendations to the Board

It is the administrative staff that is best qualified to nominate and recommend personnel for employment. The superintendent is directly responsible for all nominations, while the board of education, by law, employs all district personnel.

B. Provides for Professional Growth of Staff

It is the superintendent's responsibility to review the professional growth of the staff members and to recommend programs for in-service training and other improvement. This recommendation includes classified, or non-certificated personnel.

C. Provides for Sound Evaluation Practices

The superintendent is responsible for the development of sound evaluation procedures for the staff. His recommendations for retention or dismissal must be supported by accurate and adequate records and techniques.

D. Works with Employee Organizations

He is responsible for good working relationships with the total staff and maintains lines of communication with employee groups. He encourages these organizations to participate in the planning of the educational program and all policy development.

E. Establishes Grievance Procedures for Staff Members

The superintendent should be cognizant of the value to good staff morale of establishing and adhering to grievance procedures.

PROFESSIONAL GROWTH AND TIME FOR PLANNING

A. Agreement with Board for Need for Professional Growth

The superintendent should present his personal program of professional growth to the board to enable it to understand adequately his objectives. The board, in turn, may assist in the realization of his plan by providing time and, where possible, some financial assistance.

B. Evaluation of the Superintendent

The superintendent may encourage the board to develop a procedure for evaluation of his performance as the district's educational leader. He may secure "Superintendent Checklists" for the use of the board.

C. Free Time to Plan and to Visit Other Districts

Planning and research are time-consuming and the superintendent should arrange for sufficient time allotments for this. He should periodically visit other school districts, particularly those facing similar problems, and those using the latest and best in theory and methodology. It is suggested that board members may profitably join the superintendent occasionally in such visitations.

D. Membership in Professional Associations

The superintendent should maintain active membership in appropriate professional organizations as a means of continuing in-service professional growth and liaison with fellow administrators. The board should permit attendance at meetings and conferences of these associations.

E. Consideration to Personal Development

The superintendent should seek to develop and maintain skills which are necessary to his office. These include the skill of persuasion and the art of listening, the ability to write with precision and clarity, and the practice of speaking with conviction in a concise and relaxed manner. The communication skills are of utmost importance. He should also be able to confront all issues with courage and conviction. Confidence in this area will be assured if he has obtained a firm base of general knowledge and understanding.

BUSINESS PRACTICES

A. Budget Preparation and Accounting

The superintendent is responsible for the preparation of the district's budget and for its presentation to the board for adoption. He is also responsible for all expenditures and the establishment of a control system for purchasing and accounting, in accordance with the requirements of the Education Code and local board policy.

B. Control of Physical Plant and Equipment

The superintendent is responsible for the condition of school facilities, all equipment, and the transportation units. He must insure competent help to report on conditions in each area, and provide for a sound maintenance system. The superintendent must provide for the preparation and maintenance of a continuing safety program for all persons concerned or included in the district's activities. This will include employees and students, as well as any person on school premises. The suggestions above, however, do not include all legal requirements of which the superintendent must be aware.

PLANNING FOR THE FUTURE

The superintendent must develop and maintain plans and programs for the future in each of the foregoing areas.

CHAPTER III

GUIDELINES AND PROCEDURES FOR EFFECTIVE BOARD-SUPERINTENDENT RELATIONS

INTRODUCTION

A harmonious working relationship between the board and the superintendent is essential to a well-directed school system. Such a relationship is based on mutual respect, understanding, confidence, and dedication to similar educational goals. Some degree of understanding these essentials should be determined at the time a superintendent is selected. Once having employed a superintendent, the board shares in the responsibility for his success. A change in superintendents ordinarily results in a temporary loss of efficiency in the district and a loss of its investment in the experience the superintendent has gained in working with the local community and its schools.

This section covers the working relations between the board and the superintendent and is presented as a series of suggestions. Obviously it is impossible to anticipate every problem which may arise. Therefore, the following represent suggestions and guidelines which may prove valuable as a point of departure when applied to specific cases.

GENERAL ADMINISTRATION

A. Since administration is a primary responsibility of the superintendent, it is suggested to the board that:

1. Every effort be made to provide the greatest latitude for the superintendent to implement board policies.

2. Policies, instructions, directions, and expectations should be clearly defined and consistently referred to the superintendent for execution.

3. When the implementation of board policy or administrative practices appears to deviate from board intention or expectation, an immediate opportunity for explanation should be arranged.

4. Complaints or derogatory remarks about the superintendent to board members, either of a personal nature or of his administrative practices, should be received courteously even though not solicited or encouraged. However, the demeanor of board members should be such that their courtesy will not be construed to indicate a lack of support for the superintendent. When such complaints are of a serious nature, the individual should be requested to present the complaint in writing for consideration and final analysis by the board as a whole.

5. Every reasonable means of communication should be employed between the board and the superintendent to insure free and complete interchange of information appropriate to intelligent action.

6. Any member who finds it necessary or expedient, as an individual, to discuss with the superintendent a subject pertaining to the schools or within board jurisdiction should understand that the same information should be available to all board members.

7. A summary of significant discussions should be written in order to establish the substance of what was said.

8. Administration of the schools can be aided materially by a board policy which provides for and encourages easy access to the superintendent, with participation and involvement of the staff and public. Comments, favorable and unfavorable, should be received in writing and referred through the proper channels.

9. There should be established grievance procedures which have been approved by the board.

B. Since successful administration of policy and effective professional leadership is dependent upon sound, responsible, firm support by the board, it is suggested to the superintendent that:

1. Professional leadership requires consistent attention to the educational well-being of the district. This includes matters of scope, detail, and superintendent-board relationships.

2. Open and frequent communication, formal and informal, is essential to good administration.

3. A written summary of all significant points of any discussion should be prepared immediately in order to establish the substance of what was said and to assure accuracy. Copies of this summary should be made available to all participants.

4. Ample discussion with the board prior to the publication of an administrative directive on board policy should increase its clarity and reduce the possibility of misunderstanding.

5. Periodic informational reports to the board, appropriately illustrated with charts, drawings, or photographs, are conducive to sustained interest, thorough knowledge, and intelligent subsequent action on the part of the board.

6. Alertness in anticipating problems constitutes the best insurance against misunderstanding between the board and the superintendent.

PERSONNEL

A. It is suggested to the board members that:

1. Personnel procedures should be clearly established so that the board and superintendent will understand their respective roles.

2. The sensitive nature of personnel problems requires careful observance of established policies, procedures, and protocol by the board members.

3. Administrative appointments should be considered and made in executive session and treated as confidential until officially approved by the board for release according to established procedures.

4. Recommendations for staff positions received from the superintendent should be acted upon promptly. Such action may take the form of partial or final acceptance, resubmission for further study, or rejection. In the event of rejection a new recommendation should be requested.

5. Suggestions for staff positions by individual board members should be made directly to the superintendent, to be subjected to the screening process culminating in administrative or staff recommendations.

6. Board members should be aware of legal differences between procedures for employment and termination of both certificated and classified personnel, taking special cognizance of the legal difficulty of terminating employment.

7. Most personnel items which require the approval of the board should be dealt with as regular business in open board meetings. As noted previously in Chapter I, executive sessions may be held to consider personnel matters.

B. It is suggested to the superintendent that:

1. He should be mindful of his responsibility as the liaison between the board and all personnel to maintain high standards of professional conduct through detailed, written policies, accepted procedures, and attention to protocol.

2. He should bear in mind that he may be designated as the board's representative to meet and confer with the negotiating council and should be prepared to act if he is. If another person has been designated, that person shall report to the board through the superintendent. If at any time there is a breakdown in communications between the board and the negotiating council, the superintendent should assume the initiative to recommend corrective measures. For the statement of the current position, refer to the publication Guidelines for Governing Board-Superintendent-Certificated Personnel Relations - A Joint Statement of the California School Boards Association and the California Association of School Administrators.

3. He should prepare recommendations for administrative staff appointments in writing, with supporting data, and present them in executive session. It is suggested that the superintendent may find it helpful to inform the board at an early date regarding key personnel recommendations, providing opportunity for board reaction prior to final action.

4. He should receive suggestions for staff positions from individual board members with an open mind and subject them to the same established policies and procedures for evaluation.

5. He should remember the distinction in responsibilities involving personnel procedures, namely, that the superintendent recommends, while the board elects.

6. It is considered poor practice for a superintendent to inform a candidate that he will be the sole candidate recommended by him to the board.

7. He should notify all candidates, when authorized, of official board action concerning them, preferably before the information is released to the public.

ETHICS AND INTERPERSONAL RELATIONS

It is well to remember that all persons, professional and lay, are subject to the rules of ethical conduct. Such conduct tends to minimize emotional and irrational behavior.

A. It is suggested to the board that:

1. As elected representatives of the people, board members have an obligation to conduct themselves at all times in a manner worthy of this trust.

2. Board members should accept the decisions of the majority of the board, even though such decisions are contrary to their personal opinions. Modification of such decisions should be sought by dissenting members by reopening the matter only with the board.

3. All recommendations from the superintendent should be treated as professional matters, submitted by the board's officially designated advisor, free from emotional involvement and personality differences.

4. Criticism of the superintendent, of instructional programs, of staff members, or of other board members, should be offered in terms of suggestions or constructive comment, rather than in negative terms.

5. No board member should attempt to take advantage of his position by soliciting unilateral action by the superintendent.

6. Any request presented to the superintendent by a board member should be within the scope and limitations of established procedures.

7 Interpersonal relations are strengthened if, when the board discovers that a position is in error or is the result of a misunderstanding, it promptly corrects the same.

B. Because desirable interpersonal relations are indispensable to sound administration, and because they are enhanced by free, frank, and reciprocal discussion, it is suggested to the superintendent that:

1. He should demonstrate sufficient confidence in the board to feel free to approach the board about any matter.

2. He should remain impartial toward the board, treating all members alike, and should refrain from criticism of individual members or of the group.

3. He should feel free to maintain his opposition to matters under discussion until an official decision has been reached. Even though the decision is contrary to his view, he will thereafter support the board's action while he remains in its employ.

4. He should provide each board member, in advance of the meeting, with information and data pertinent to subjects or individuals scheduled to come before the board for consideration.

5. He should refrain from campaigning in board elections or recall proceedings.

6. He should respect the terms of his current contract and refrain from applying for or soliciting employment in conflict with it, without prior approval of either the board president or the board.

7. Other concurrent employment should also be cleared unless provided for in the contract between the board and the superintendent.

8. He should observe the highest standards of conduct in accordance with the Code of Ethics of the California Association of School Administrators.

ORIENTATION OF NEW BOARD MEMBERS

Adequate orientation of new board members to acquaint them with regular procedures and existing district policies is the best way to avoid embarrassment and conflict.

A. It is suggested to the board that:

1. The president of the board, or a member designated by him, should review the policies and procedures with the new board member, furnishing him with any printed guidelines or other materials pertinent to his position.

2. New members should be informed of all procedures to prevent personal embarrassment, or any unusual situations which may cause confusion, until he is familiar with the various aspects of the district and its problems.

3. Printed guidelines, including a section on ethics and successful interpersonal relations, will be especially helpful to new board members.

B. It is suggested to the superintendent that:

   1. He should cooperate in the orientation of new board members.

   2. He should supply the new board member as soon as possible with all district policies and regulations, printed guidelines or handbooks, and other material helpful to the new member in taking an active role in board proceedings.

   3. He should plan a time for discussion and explanation involving the new board member and other board members to make sure the orientation has achieved its objectives.

BOARD MEETINGS

Successful meetings are characterized by careful planning, strong and knowledgeable chairmanship, and a strict adherence to established procedures.

A. It is suggested to the board that:

   1. Prior to each meeting each board member should review all agenda items and supporting data. Questions should be resolved by calling the superintendent prior to the meeting.

   2. Board members should refrain from introducing new agenda items of a complex nature for action at a meeting when no previous notification has been given. Rather, the item ordinarily should be presented with the request that it be considered at a succeeding meeting.

   3. Making a practice of holding over controversial matters for further study should be avoided.

   4. Care should be used in criticizing a staff recommendation so that there is no implication of criticism of the person making the recommendation.

B. It is suggested to the superintendent that:

   1. Each board member should be provided with an agenda and all pertinent materials prior to each meeting.

   2. He should alert board members in advance to items when it is anticipated that an adverse public reaction is expected.

   3. He should make recommendations on all agenda items where action is required. These recommendations and all information pertinent to the action to be taken should be furnished to the board prior to the discussion and the vote.

4. Controversial, complex, or complicated matters listed as agenda items should ordinarily be submitted for a first reading only, with final action taken at a subsequent meeting. At a regular meeting of the board of education action may be taken on items not specifically noted on the agenda if, in the opinion of the majority of the board, such action is necessary. Normally the board would want full supporting data and time for study before action. Only urgent matters, controlled by a time factor, would apply here.

5. In making his recommendations he should refrain from placing himself in a position where an adverse vote would impair his ability to carry out the action of the board.

DISAGREEMENT AND TERMINATION OF CONTRACT

Termination of the board-superintendent relationship should be anticipated and provided for in the original contract of employment, whether the termination be because of disagreement, by mutual agreement, or by mere lapse of time. Such pre-arrangements or provisions facilitate termination. When disagreement becomes chronic and is eroding the relationship between the board and the superintendent, it is recommended that CSBA or CASA be consulted. Both associations have agreed that requests of this nature will be communicated to the other.

A. It is suggested to the board that:

1. When the board comes to the point where it wishes to discuss the employment contract with the superintendent, for whatever the reasons, he should be advised of the nature of the problem and be invited to executive session for a discussion. He should then be provided with the opportunity to explain his position, after which appropriate action should be taken.

2. Care should be taken to keep the matter under discussion objective and free from emotion or recrimination.

3. Subject matter constituting the basis of disagreement should be carefully analyzed, differentiated between specific and general problems, and classified as matters of opinion, fact or philosophy of education.

4. Whenever possible, presentation of the board position should be followed by an earnest effort at agreement and a period of suspended judgment before the final decision is made.

B. It is suggested to the superintendent that:

1. When given the opportunity in executive session to define his position to the board he should present his case as factually and dispassionately as possible. He may request a deferral of action until further study, instructions for the future, or offer to resign.

2. Termination should be accomplished on a professional basis, with a minimum of acrimony or demeaning conduct.

3. In the absence of a termination clause in the original contract of employment, the superintendent should take the initiative for requesting such a clause at the time of employment.

CHAPTER IV

SELECTING A NEW SUPERINTENDENT

INTRODUCTION

The selection of a new superintendent presents the school board with a major responsibility and a significant opportunity. The choice entails the selection of the most competent individual available, not only to administer the schools, but also to give leadership in development and improvement of the educational program. The importance of careful preparation and definition of procedures in selecting a new superintendent cannot be over-emphasized.

The procedures suggested herein should not be used if the board has predetermined to appoint an individual from within the district.

There are both legal requirements and professional standards to be considered. Personal qualifications of the candidate are of utmost importance. The characteristics and needs of the community must also be considered in relation to the qualifications of the applicant. Recognition of this concept of mutuality in examining, concurrently, both the candidate's qualifications and the school district's characteristics and needs, confronts the school board with the task of taking stock, not only of the available candidates, but also of the school and community.

STEP I - OBTAINING PROFESSIONAL ADVICE

The board may call into consultation representatives of the California School Boards Association (CSBA) and California Association of School Administrators (CASA) for guidance in setting up procedures. As stated in the Preface, either or both of these state organizations are prepared to assist local boards. Most county superintendents of schools are also prepared to give counsel.

It is strongly recommended that a screening committee, composed of individuals with experience and special competency in evaluating the qualifications of school administrators, be appointed to assess and screen candidates. The appointment of this committee should be made in the early stages of planning, in order to get the maximum of expert advice being sought. It is further suggested that prior to the selection of this committee, a consultant should be obtained to aid as an advisor to the board in setting up procedures. He may also serve on or as chairman of the screening committee.

STEP II - PREPARATION BY SCHOOL BOARD

A. Delineation of Roles

Before the process of the selection of the superintendent begins, a definite statement of the respective roles of the school board and the superintendent should be made. This will reduce the possibility of misunderstandings and implement the effectiveness of procedures.

B. Additional clarification will include the following:

1. A clear understanding among board members as to what they

expect of the superintendent.

2. A careful review of written board policies with special attention to the working relationships with the superintendent, the staff, all employee organizations, and the community.

3. If disagreement exists among board members relative to the above-named areas, a consultant from outside the district, possibly a representative of CSBA or CASA, could bring a frank and objective point of view to the discussion.

4. An allocation from current budget for expenses required to employ a new superintendent.

C. Review of the community

Since the selection of the superintendent must be based on the school district's needs as well as the candidate's qualifications, the board should review its understanding of the community, thoroughly analyzing its needs and problems and the strengths and weaknesses of the school district. Analyses should be made periodically as routine procedure, but a special report will be particularly pertinent at this time. The importance of an effective, completely objective analysis merits consideration of the appointment, as a consultant, of a qualified educator from outside the district to work with the staff in the preparation of the report.

D. Analysis of the district

This consultant should be charged, not only with the duty of assisting the board in making a routine analysis of the district's present assets, existing facilities, educational program, the community's needs and problems, but also with the task of assisting the board in determining the desired direction for improvement or change.

The analysis should include such items as the following:

1. The Community
    - a. Population: the ethnic background, general composition, economic status, and any special problems.
    - b. Cultural organizations and activities, with identification of the leadership in these areas.
    - c. Attitudes in the community toward the schools, the goals of the district, the administration and staff.
2. The School District
    - a. School district organization and size: status as to growth, unification, organization, any major changes.

b. Financial status: ability to finance its present or anticipated educational program and to provide necessary improvements and facilities.

c. Special problems.

3. The School System

   a. General philosophy and objectives: clarity of statement, attainability of goals, and acceptance by board and teaching staff.

   b. Educational programs offered: strength of and compatibility with district expectations and basic needs, areas requiring development or change.

   c. Staff: adequacy and competence of central office personnel; employee morale; personnel relations policies; staff-board channels of communication.

STEP III - ESTABLISHMENT OF LIST OF DESIRED QUALIFICATIONS

On the basis of the analysis that has been made of the local school system, and information that has been accumulated from such sources as the staff, employee organizations, and community groups, the school board should now proceed with the completion and adoption of the list of qualifications for the new superintendent. These should include the following:

A. Credentials and other legal requirements which must be met.

B. Degrees, both required and additional; preferred educational background, such as college major; fields of specialization.

C. Experience, both in teaching and administration.

   1. Superintendent or assistant superintendent positions in any school district where his ability to handle significant administrative problems has been demonstrated.

   2. Principalship or supervisory positions at elementary and secondary levels.

   3. Special fields of instruction, curriculum, or administration such as personnel, finance, school building programs, or public relations.

D. Personal qualifications, including:

   1. Age (give preferred age range), marital status, family.

   2. Health, in regard to capacity to carry the management and leadership responsibilities of the school district and to participate in community activities.

3. Integrity and ability to command respect of the staff and the community.

4. Personality and ability to work effectively and harmoniously with all segments of the school system and the community.

STEP IV - APPOINTMENT OF PROFESSIONAL SCREENING COMMITTEE

The importance of the selection of a new superintendent, as stated previously, justifies the appointment of a screening committee composed of well qualified individuals who are competent to evaluate qualifications of school administrators, and who have no local community commitments. CSBA and CASA will suggest nominees, if requested. The names of the screening committee, and its duties, should be made public.

If a consultant, other than a member of the screening committee, has been engaged to assist the board, it will be his duty to provide interpretations and insights to the board concerning attitudes of personnel and needs of the district and to work with the screening committee in coordinating ideas and activities. Because of access to confidential records of candidates, the screening committee should be selected by the board.

The screening committee may assist the board in any or all of the following steps, as desired and directed by the board:

1. Establishing general selection procedures.
2. Setting up qualifications for the new superintendent.
3. Establishing techniques for interviewing candidates.
4. Screening applications, which is done by reviewing confidential papers, checking on past performance and by personal interviews, and such other techniques as will enable the committee to perform its function.
5. Recommending such number of candidates as may be desired by the board.
6. Establishing procedures for visiting the communities of finalist candidates and interviewing key local people.

STEP V - SOLICITATION OF APPLICATIONS

After all the steps have been taken by the board members to prepare themselves for interviewing applicants for the position of superintendent, a public announcement should then be released that the position is now open. Professional Codes of Ethics require that no candidate may seek a position that has not been officially announced.

A. Letters should then go to the universities and colleges asking for their recommendations. Requests may also go to CSBA and CASA, to the county superintendent of schools, as well as to neighboring school superintendents, for suggestions for desirable candidates, who may be asked to apply. Often the most qualified and successful school administrators are reluctant to apply for new positions unless requested to do so.

B. An attractive, objective, and factual brochure should be prepared, setting forth the advantages of the community as a place in which to live, the opportunity for educational leadership, the qualifications established by the board, the salary range considered, and any other inducements or restrictive conditions of the position (See Appendix A.) The brochure, in addition to the points mentioned above, should clearly state the following:

1. The name of the person and the address to which applications should be sent.
2. A reminder to have confidential papers sent from the candidate's college or university.
3. The method, and specific timing of the selection process to be followed.
4. A request for a personal letter from the applicant, if desired, and suggestions as to what the letter should contain.
5. An assurance that applications will be kept in confidence unless released by the candidate.
6. A reminder that personal applications to individual board members are not desired, unless there are specific instructions to do so.

STEP VI - FINAL SELECTION PROCEDURE

The actual consideration of specific candidates and the selection of a new superintendent involves many individuals, several educational institutions and placement bureaus, as well as other communities and school districts. Since professional careers are involved, the educational leadership in other districts may be disturbed.

To achieve the desired outcome and to avoid the embarrassments and difficulties that can arise, the school board should agree on a professionally conducted and systematic procedure for the selection of the new superintendent.

The steps in such a procedure should include:

1. Compilation of a Confidential List of Applicants

The local official designated to handle correspondence in the selection procedure should compile a list of all the applicants, organizing the accompanying information as requested by the screening committee.

2. Review by the Screening Committee

The screening committee should be directed to use every means at their disposal to satisfy themselves that only fully qualified candidates are submitted to the board.

3. Evaluation and Investigation by School Board

The major task of the school board is now at hand. In prior conference with the screening committee, criteria for the evaluation of the candidates should have been established.

Steps in the final decision include:

a. Each board member should evaluate the recommended candidates from confidential papers and reports submitted by the screening committee.

b. A composite report, consisting of points of agreement of the evaluations of the board members, should be made.

At this juncture in the proceedings, the school board will work together as a whole in carrying out the next steps.

c. In executive session the board now selects a limited number of candidates, usually not more than five, to be invited to meet with the board, for in-depth interview. (See Appendix B.)

d. At this point, also, the candidates not chosen by the screening committee should be informed that such is the case, but that they are still being considered until a final decision is made.

e. Ample time, preferably not less than one-half day should be allowed each candidate. Someone should be designated to act as host and to make all arrangements. A pleasant, informal atmosphere might include lunch or dinner.

f. When all interviews are completed, the board should set aside time for a lengthy, unhurried, executive session in which the applicants are discussed and should select from those interviewed the one or two candidates for final consideration.

g. The candidate, or candidates, should be notified of a board visitation to their respective communities. Ideally, all members of the board should participate in this investigation. (See Appendix D.)

h. Members of the board should then plan to spend one or more full days in the candidate's community (present and former), talking with such informed citizens as board members, PTA officials, staff members, business and labor leaders, service club members, or any other source of reliable information.

4. Final Decision and Procedures

a. On the basis of all investigations, the board should make a final selection and invite the successful candidate to attend another executive session for a final, searching interview concerning terms of the contract, working relationships, and entry into contract.

b. The timing of the official selection of the new superintendent and the announcement of it, should be checked carefully so that the resignation and release of the successful candidate can be processed in a professional and ethical manner.

c. The school board should prepare a written release, announcing the selection to the press, television, and radio stations.

d. Usual courtesy requires that the unsuccessful candidates receive notification of final action of the board before release to news media. This is sometimes difficult to do. A courteous letter, expressing appreciation to each candidate, should notify him of the selection.

e. The official in charge of applications should now be instructed to return all confidential papers to the proper institutions and to take care of any other necessary courtesies.

CHAPTER V

SUGGESTED PROCEDURE FOR EVALUATION OF THE SUPERINTENDENT

Superintendent and board evaluation is important to an assessment of district objectives and their fulfillment. This takes place in a number of informal ways which include the ongoing personal contact between the superintendent and board members, and observation by each of the status of the district and board meetings.

A more formalized and systematic method is available through the use of a questionnaire (See Appendix F) which covers a broad range of superintendent-board relationships. It is, in fact, a way in which each can evaluate his own as well as the other's performance. An opportunity for a relatively objective estimate of district status as well as dialogue about it is afforded.

The applicability of this instrument and the manner and frequency of its use will vary from district to district. Its most successful application occurs in a conference atmosphere where frank and constructive conversation about the evaluation is possible.

Since this and other evaluations and decisions should be one of the acknowledged duties of the board of education, the technique suggested should be set up well in advance of need, particularly of any urgent need. Consideration may then be given to this important activity in an atmosphere which will be more likely to produce fair and lasting value for the school system as well as for the individuals involved.

Whether or not the instrument is used, three phases are suggested for emphasis in a formalized process of evaluation:

A. An appraisal of the main areas in which the superintendent functions, such as:

   1. Administration and organization.

   2. Curricula and instructional methods.

   3. Employee and pupil personnel services.

   4. Personnel recruitment and in-service training.

   5. Business and financial management.

   6. School plant management and planning.

   7. Community relations.

B. A personal evaluation of the superintendent such as his:

   1. Relationship with the board.

   2. Community relationships.

3. Staff and personnel relationships.

4. Educational leadership.

5. Relevant qualities of character and personality.

C. A self-appraisal of the board (which may also call for a reaction from the superintendent) with special attention to the following areas:

1. Relationship with the superintendent.

2. Community relationships.

3. Board meetings.

4. Staff and personnel relationships.

5. Relationship to the instructional program.

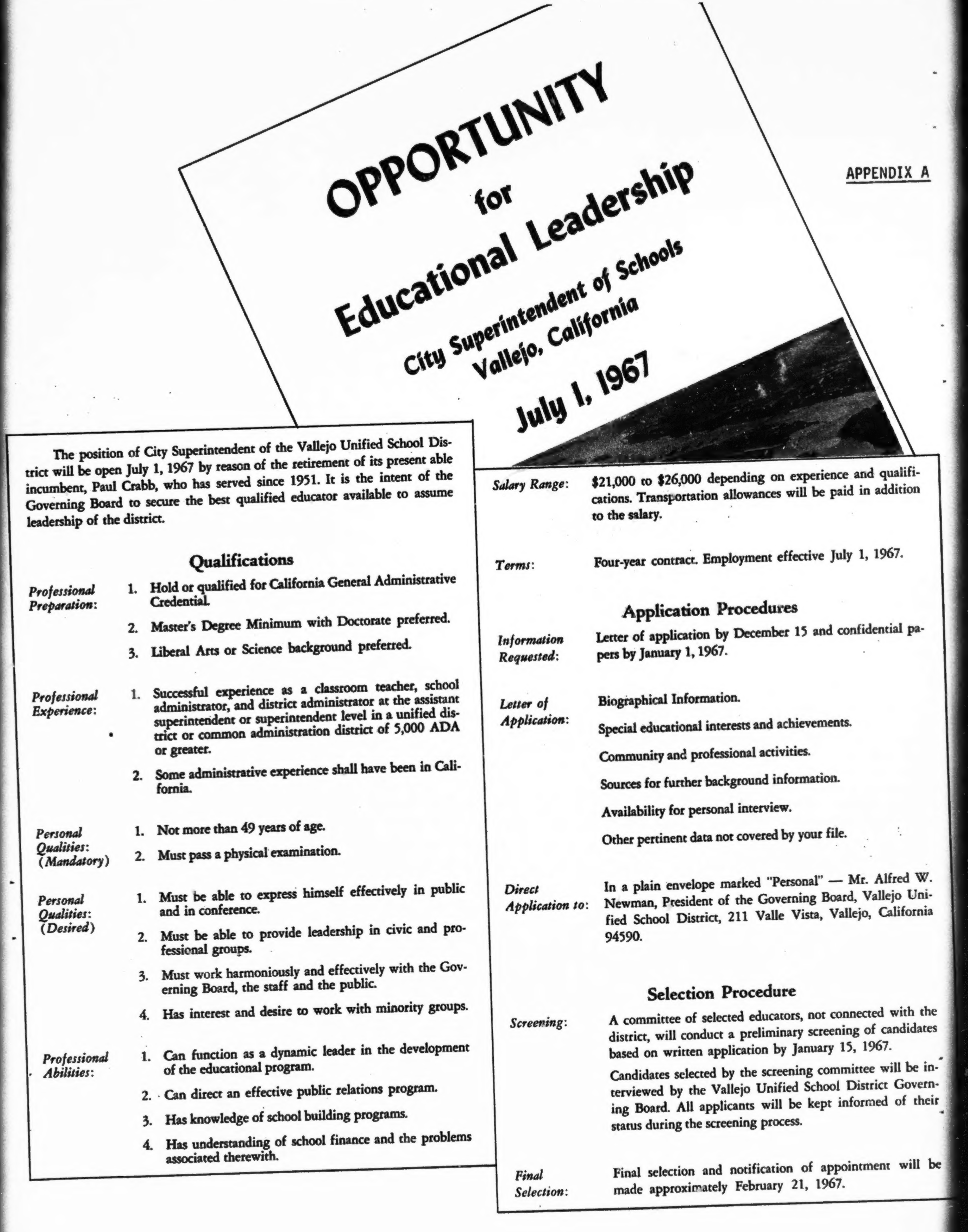
6. Relationship to the financial management of the schools.

Such a process of evaluation will usually indicate certain weaknesses and strengths of both board and superintendent performance. This should then result in a higher degree of objectivity and an increase in the effectiveness of the performance record of both board and superintendent.

It should be remembered that much of the work of the superintendent is circumscribed by the policies of the board, the manner in which the board works, and the resources available to the district. Conversely, the effectiveness of the board is greatly affected by the quality of the work of the superintendent. Therefore, it might well be emphasized that the evaluation of the superintendent should be based on an evaluation of the joint responsibilities of the board and the superintendent.

The manner in which the guidelines suggested in the Appendix are used, may vary from district to district. They are presented only as suggestions. A face-to-face discussion is most desirable for many reasons, but whether or not this takes place between the president of the board and the superintendent after the president has conferred with other individual members, or as a whole board, or in some other legal and proper manner, may depend upon the advice given to the board by the county counsel or the district attorney. It is rather doubtful that an evaluation would be fruitful in a public meeting of the whole board.

APPENDIX A



OPPORTUNITY
for
Educational Leadership

City Superintendent of Schools
Vallejo, California

July 1, 1967

The position of City Superintendent of the Vallejo Unified School District will be open July 1, 1967 by reason of the retirement of its present able incumbent, Paul Crabb, who has served since 1951. It is the intent of the Governing Board to secure the best qualified educator available to assume leadership of the district.

Qualifications

Professional Preparation:

1. Hold or qualified for California General Administrative Credential.
2. Master's Degree Minimum with Doctorate preferred.
3. Liberal Arts or Science background preferred.

Professional Experience:

1. Successful experience as a classroom teacher, school administrator, and district administrator at the assistant superintendent or superintendent level in a unified district or common administration district of 5,000 ADA or greater.
2. Some administrative experience shall have been in California.

Personal Qualities: (Mandatory)

1. Not more than 49 years of age.
2. Must pass a physical examination.

Personal Qualities: (Desired)

1. Must be able to express himself effectively in public and in conference.
2. Must be able to provide leadership in civic and professional groups.
3. Must work harmoniously and effectively with the Governing Board, the staff and the public.
4. Has interest and desire to work with minority groups.

Professional Abilities:

1. Can function as a dynamic leader in the development of the educational program.
2. Can direct an effective public relations program.
3. Has knowledge of school building programs.
4. Has understanding of school finance and the problems associated therewith.

Salary Range: $21,000 to $26,000 depending on experience and qualifications. Transportation allowances will be paid in addition to the salary.

Terms: Four-year contract. Employment effective July 1, 1967.

Application Procedures

Information Requested: Letter of application by December 15 and confidential papers by January 1, 1967.

Letter of Application:

Biographical Information.

Special educational interests and achievements.

Community and professional activities.

Sources for further background information.

Availability for personal interview.

Other pertinent data not covered by your file.

Direct Application to: In a plain envelope marked "Personal" — Mr. Alfred W. Newman, President of the Governing Board, Vallejo Unified School District, 211 Valle Vista, Vallejo, California 94590.

Selection Procedure

Screening: A committee of selected educators, not connected with the district, will conduct a preliminary screening of candidates based on written application by January 15, 1967.

Candidates selected by the screening committee will be interviewed by the Vallejo Unified School District Governing Board. All applicants will be kept informed of their status during the screening process.

Final Selection: Final selection and notification of appointment will be made approximately February 21, 1967.

I. The Community

The City of Vallejo is situated at the confluence of the Napa and Sacramento Rivers on Interstate Route 80 and has easy access by highway to all parts of Northern California. Downtown San Francisco is an easy 35 minute drive by freeway. The University of California, San Francisco State College, Stanford University, Sacramento State College, and California State College at Hayward can all be reached by automobile within an hour. Vallejo enjoys a mild climate, seldom experiencing temperatures below freezing nor above 85 degrees.

The principal economic base for the City of Vallejo is the Mare Island Naval Shipyard Division of the San Francisco Bay Naval Shipyard. Located just across the Napa River from the city, this shipyard, which specializes in the building of nuclear-powered submarines and in training officers and men to operate the submarines, employs approximately 10,000 civilian workers and maintains a sizeable complement of naval personnel. It is presently estimated that between 50% and 60% of the civilian employees of the shipyard live within the Vallejo Unified School District. Because the shipyard employs large numbers of skilled workers, Vallejo is frequently characterized as a "blue collar" town. However, the community supports a symphony orchestra, choral society and a little theater group. These and groups engaged in other artistic activity maintain a very active Fine Arts Council.

Another sizeable industry within the confines of the district is a division of General Mills, a Sperry Flour Mill. The city has grown gradually since 1945 and now appears to be gaining momentum in population increase as a home for commuters. These commuting workers are employed at the C & H Sugar Refinery just across the Sacramento River, at large oil refineries within a short distance to the south and all through the San Francisco and East Bay industrial and business areas.

The City of Vallejo has a progressive government of the council-manager type. It was named an All-America City in 1960 for its successful effort in bringing populous unincorporated areas into the city by a series of 21 neighborhood elections. The city has taken the leadership in a number of worthwhile improvements: a large marina, a sizeable redevelopment project in the older section of the city, improvment and beautification of the waterfront which is the center for Northern California Striped Bass fishing and boating. The area coincident with the school district boundaries is served by the Greater Vallejo Recreation District. This agency cooperates closely with the school district, provides a good recreational program, and maintains and improves excellent recreational facilities.

II. The School District

The Vallejo Unified School District has been unified since 1937. It is composed of all the area within the survey boundaries of Vallejo township. Composed of the incorporated area of the City of Vallejo and the unincorporated area surrounding it, the district has a population of approximately 80,000.

Approximately 17,900 students attend the schools of the District distributed by grade level as follows: K-6, 9660; 7-9, 3650; 10-12, 3090; and adult, 1500.

There are approximately 700 certificated and 300 classified personnel employed by the district. There are 17 elementary schools, 4 junior high schools, and 2 senior high schools. The board considers many of the physical facilities inadequate at present and realizes that new facilities will be needed very shortly to accommodate expected rapid growth. During this school year, the Board expects to ask voters for authorization to issue bonds in the amount of approximately $5,000,000 to bring all schools up to a specified standard and to provide for at least two complete new elementary schools as needed.

The school population has a sizeable proportion of minority students. In October 1965, 24% of our elementary students were Negro and 6% were of other minority races, predominately Filipino. Proportions of minority races were only silghtly less in the secondary schools. There is no serious problem of ethnic imbalance in the secondary schools but 3 of the elementary schools have in excess of 50% Negro students while 3 of the schools have over 90% Caucasian students.

III. Philosophy

The District Educational Philosophy Statement is an officially adopted policy of the Governing Board:

THIS WE BELIEVE

We believe that it is the purpose of public education to perpetuate and improve the society in which it exists.

We believe that we should provide every child with the educational opportunity that will permit him to develop to the maximum of his capacity

We believe that in order to meet this objective, our schools should help the child to:

Acquire the fundamental skills essential to effective living.

Acquire those skills necessary to earn a living.

Develop the power of creative thinking and scientific reasoning.

Recognize the family as the basic unit of our society and to develop in each individual the desire to become a participating member of the family unit.

Develop worthwhile leisure time activities.

Develop poise and self-confidence.

Develop a respect for the rights of other people.

Develop a sense of moral and spiritual values.

Develop and maintain good physical and mental health.

Become a participating citizen of our community, the state, and the nation.

Develop an understanding of world problems and develop a feeling of obligation for other people.

IV. Education Program

The district has traditionally fostered experimentation in curriculum. Parent conference reporting has been in effect in the elementary schools for a number of years. Non-graded primary sections, programmed instruction, and foreign language instruction, have been in effect in a number of elementary school situations for several years. Secondary schools maintain a program with considerable variety and have a well-developed vocational program to serve the needs of its major industry, Mare Island. Although the population is predominantly working class, over 50% of the high school graduates go on to two and four year colleges. The district maintains all of the special education classes permitted under the Education Code.

Vallejo schools have pioneered in several fields. For example, the District was among the first to establish Child Care Centers and a school for the orthopedically handicapped. The District was featured in Look Magazine (Nov. 26, 1957) for its attention to the needs of gifted children.

Continuing adult education is a way of life for a sizeable proportion of the population. The offerings are well-balanced among the objectivess of basic education, college preparation, improved use of leisure time, and service to the business and industrial needs of the community.

A junior college was organized by the Vallejo Unified School District in 1945 and has served the community's needs for twenty-one years. This school year the junior college is operated by the newly formed county-wide Solano County Junior College District. The new district is leasing the facilities in which the college has been housed. This lease is on a year-to-year basis until a new campus can be provided.

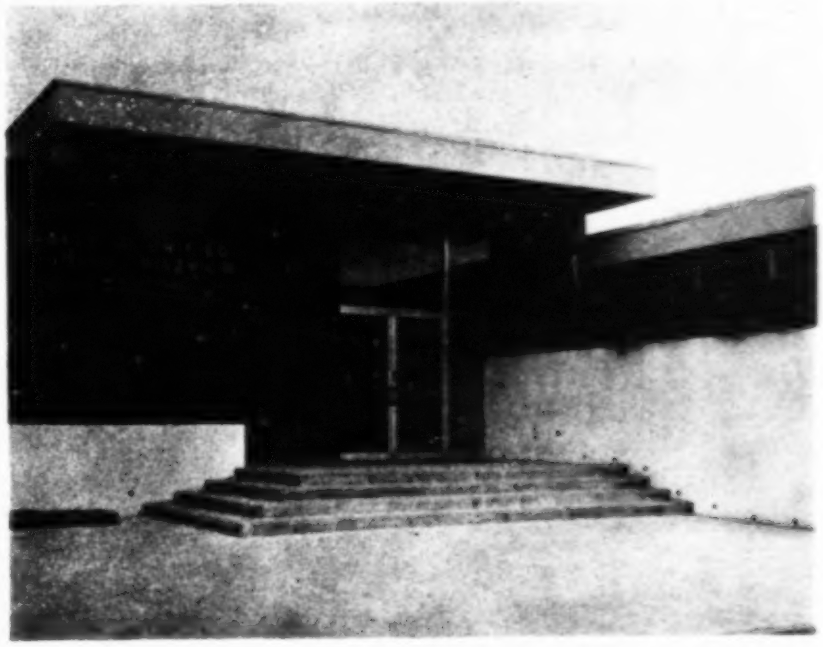
The district has taken full advantage of federal funds. During the past two years, it has conducted Headstart Programs under the Economic Opportunity Act. Elementary and Secondary projects under Title I of the Elementary and Secondary Education Act of 1965 totaled $412,000 last year, and, under title II of the Act, $38,000. In operation this year will be five preschool compensatory education centers under the provisions of AB 1331. In addition, the district has entitlements under Senate Bill 28 for supplementary compensatory aid to two of the elementary schools.

V. Financial Situation

The total budget for the district in 1966-1967 is $10,484,000. Of thi amount, $611,504 is for projects funded by special state and federal funds The regular school program of the district operates at an average cost pe ADA of $571.49. Although this is somewhat less than the amount spent b comparable districts, the community believes that its educational dollar provides a very high quality program.

The district has a bonding capacity of $8,639,871 and as of the beginning of this school year had outstanding bonds in the amount of $4,633,000 Schools of this district have an estimated value of $17,214,991. Of this valuation, Federal funds provided approximately $8,570,000. It is estimated that i will require $5,630,000 to bring the facilities of the district up to minimun desirable standards as determined by the professional staff.

The district now has an operating tax of $4.25 of which $1.10 is a increase over the legislative maximum. This year's tax rate is 5c short o the $1.15 increase over the maximum which was authorized by voters o June 7, 1966 for a five year period.



SUPERINTENDENT INTERVIEW CHECK LIST*

Interviews should not be highly structured, but it is essential that they have enough design to obtain the needed information. Candidates should be given ample opportunity to ask questions of the board. Good candidates will ask questions.

Successful screening procedures should permit the board to reduce the number of candidates to no more than four or five. (See page 24)

A mimeographed interview check list form furnished to the members of the board will be found helpful as a means of recording individual evaluations of each candidate.

Questions that will generally elicit information helpful to the board are:

1. What criteria would you use in evaluating an educational program?
2. What major problems have you faced in your present or previous administrative positions? How did you solve these problems?
3. Have you improved the school system now under your direction? How?
4. How do you recruit qualified staff?
5. Have you been successful in obtaining support from the voters for levies and bond issues? How?
6. What is your concept of the role of the board of education and that of the superintendent?
7. How would you try to keep the public informed of the work of the school?
8. What do you consider to be your greatest assets and abilities?

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*The Interview Check List is based on the American Association of School Administrators and National School Boards Association Publication, On Selecting a Superintendent of Schools, 1962.

COMMUNITY VISITATION CHECK LIST

A community is made up of organizations and people in them. The officers of an organization may not necessarily speak for the organization, and care should be taken to avoid such conclusions.

Selection of individuals to interview

1. Request candidate, after informing him of the intent and purpose of the community visitation, to suggest a list of:
    a. Individuals favorable to him as an administrator.
    b. Individuals he considers unfavorable to him.
    c. Individuals who might be neutral or uncommitted.
2. Decide on a list of key organizations the leader of which is to be interviewed consistently in each community of all candidates.
3. Decide on a process by which additional individuals will be added as the interviews progress. Unless circumstances are unusual, keep to this process.
4. Decide on a policy of how the interviews are to be conducted, (refer to Appendix B for suggestions) and what disposition is to be made of news media inquiries, etc., when the interviews are started.

Evaluation of visitation

1. Refer to Appendix B for suggestions. It is important that an evaluation be provided for immediately after each visitation, and that data in sufficient detail be collected in an organized manner in order to yield comparative results. Promptness and system in recording data and impressions is necessary to prevent distortion and inaccuracies which may occur after a lapse of time.

School District

Superintendent

A RECOMMENDED FORM FOR
EMPLOYMENT OF SUPERINTENDENT

Sponsored and Distributed by the
CALIFORNIA ASSOCIATION OF SCHOOL ADMINISTRATORS
Through the Status of the Superintendency Committee

With the Cooperation of the
CALIFORNIA SCHOOL BOARDS ASSOCIATION

Approved by
COUNTY COUNSELS OF SOUTHERN CALIFORNIA

Prepared by

EVERETT C. BRAUN
Superintendent

MOORPARK MEMORIAL UNION HIGH SCHOOL
MOORPARK, CALIFORNIA

In Partial Fulfillment of the Requirements for the Degree,
Doctor of Education, University of Southern California

9/67

CONTRACT for EMPLOYMENT of SUPERINTENDENT between the GOVERNING BOARD of
the____SCHOOL DISTRICT
of____, County, California

and

____, Superintendent

ITEM #1 - OFFER

At a regular/special* meeting of the Governing Board of _____________ _____________School District held on _______________, 19___, it was voted to employ ______________________________ as district/city* superintendent for a _________ year term starting _________________, 19___, and ending _________________, 19___, subject to the terms and conditions hereinafter set forth.

ITEM #2 - SALARY

The salary of the Superintendent shall be _________________ dollars per year for the term of this contract, payable at the rate of ___________ dollars per calendar month for twelve months of service, beginning on _________________________, 19___, and ending _________________, 19___.

ITEM #3 - SALARY CHANGE

The Governing Board reserves the right to adjust the annual salary rate of any or all years of the Superintendent's contract, with the mutual consent of the Superintendent, provided no such adjustment shall be retroactive. It is provided, however, that by so doing it shall not be considered that a new contract has been entered into nor that the termination date of the existing contract has been extended.

ITEM #4 - VACATION

It is stipulated that the Superintendent shall be required to render twelve months of full and regular service to the district during each annual period covered by this agreement, except that he shall be entitled to

**_______________calendar days
**_______________working days
**_______________weeks

annual vacation with full pay. This must be taken during the current or next succeeding year. In event of termination of the contract, the Superintendent shall be entitled to compensation for unused vacation at the salary rate effective during the school year in which the vacation credit was earned.

ITEM #5 - POWERS AND DUTIES

All powers and duties which may lawfully be delegated to the Superintendent are to be executed in accordance with the policies adopted by the Governing Board. Such acts which may require ratification by the Governing Board shall be referred to said Board at the earliest possible opportunity by the Superintendent.

* Strike out inappropriate word
**Fill in one of the blanks

ITEM #6 - EXECUTIVE OFFICER

The Superintendent shall be the executive officer of the Governing Board and shall/shall not* serve as secretary to the Board.

ITEM #7 - SUBJECT TO LAW

This contract is subject to all applicable laws of the State of California and the lawful rules and regulations of the California State Board of Education and the Governing Board of the district. Said laws, rules and regulations are hereby made a part of the terms and conditions of this contract as though herein set forth.

ITEM #8 - CHANGE OR TERMINATION***

This employment contract may be changed or terminated during the life of the contract by mutual consent of the contracting parties. It is further understood and agreed upon that the provisions of state law relating to the method of terminating a superintendent's contract upon its completion are to be complied with by the Governing Board.

ITEM #9 - ADDITIONAL ITEMS

The following items or conditions are also part of this agreement: (These may include transportation, reimbursement for expenses while representing the district, membership on professional committees, university or college teaching, employment in more than one district or in more than one position, reference to board rules and regulations, placement on administrative salary schedule, as well as modification of any previous items)

____

____

____

____

ITEM #10 - SIGNATURES OF GOVERNING BOARD

GOVERNING BOARD OF THE

____
SCHOOL DISTRICT

____
President

____
Clerk

____
Member

____
Member

____
Member

---

* Stike out inappropriate word

***The method may be either to use the printed supplementary "Change or Termination" notice or to write to the County Superintendent of Schools. It is not necessary to negotiate a new contract.

ITEM #11 - ACCEPTANCE OF OFFER

I hereby accept the above offer of employment and agree to comply with the terms and conditions thereof, and to fulfill all of the duties of the Superintendent for the ______________________________ School District during the term specified in the foregoing employment contract.

ITEM #12 - SIGNATURE OF SUPERINTENDENT

Dated this ______________________________ day of ____________, 19__.

____
Superintendent

Approved as to form ______________________________

____
District Attorney or County Counsel

____
County

____
By Deputy

* *

EDUCATION CODE SECTIONS PERTINENT TO SUPERINTENDENT'S CONTRACT

The following sections of the Education Code are suggested as references to help governing boards and superintendents. Even though a digest is given, the sections should be read completely in their original form.

Education Code Section	TOPIC and DIGEST
935	POWER to EMPLOY SUPERINTENDENT School district must have at least eight teachers before district superintendent can be employed. Junior college districts are the exception.
938 1233	TERMS of EMPLOYMENT City superintendent shall be 4 years. District superintendent may be 4 years.
938.5	Superintendent of Unified Districts shall be elected for a term of 4 years.
937	QUALIFICATIONS for EMPLOYMENT Superintendent must hold both a valid teaching and proper administration credential
13259	ACCEPTANCE of ELECTION: WHEN EMPLOYMENT DEEMED DECLINED Any certificated employee not under tenure, who fails to accept offer in 45 days after notice shall be deemed to have declined the employment.

938	TERMINATION of EMPLOYMENT and RE-EMPLOYMENT With the consent of the employee, the board may, at any time, terminate employment contract effective next July 1st and may re-elect for a new term commencing on the effective date of the termination of the existing term of employment.
938	NOTICE by GOVERNING BOARD not to RE-EMPLOY Written notice to superintendent at least six months before expiration of term. Failure to provide notice means superintendent shall be retained under the same terms as current contract.
13401	ACCEPTANCE and EFFECTIVE DATE of RESIGNATION Acceptance permitted at any time but effective date not later than the end of the current school year.
13315 13315.1*	CLASSIFICATION of ADMINISTRATOR as CLASSROOM TEACHER Upon receiving tenure, an administrator becomes a permanent employee as a classroom teacher. *Board may or may not grant tenure in 3rd year.
939	POWERS and DUTIES of SUPERINTENDENT Include: Executive officer, budget, assignment of employees, credentials and contracts.
13002	TRAVEL EXPENSES Permits reimbursement for actual and necessary expenses.
13003	AUTOMOBILE ALLOWANCE Permits reimbursement for use of own automobile.
13201	FAILURE to FULFILL CONTRACT Grounds for suspension of employee by State Board of Education.
13510	POWER of BOARD to INCREASE SALARIES Permits increase during the school year provided board has made appropriate provisions in contract of employment or board rules and regulations.
934	POWER to EMPLOY SECRETARY and BOOKKEEPER Boards may employ person not a member of the board to act as secretary and bookkeeper for the board.
938.5	The Superintendent of a unified district shall be executive officer and secretary of the Governing Board.

____________________ School District

____________________ Superintendent

CHANGE OR TERMINATION NOTICE OF EXISTING CONTRACT FOR EMPLOYMENT OF SUPERINTENDENT

1 - BOARD ACTION

At a regular/special* meeting of the Governing Board of ____________________ School District held on ____________________, 19__, it was voted to change/terminate* the existing employment contract with Superintendent ____________________ subject to the terms and conditions hereinafter set forth.

2 - CHANGES* OR TERMINATION* OF CONTRACT
(State items affected, the changes and effective dates)

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____

3 - SIGNATURES OF CONTRACTING PARTIES

Governing Board ____________________ President ____________________ Clerk

____________________ ____________________ ____________________

Superintendent ____________________ Superintendent ____________________ Date

4 - APPROVED AS TO FORM

____________________ District Attorney or ____________________ County Counsel ____________________ County

By ____________________ Deputy ____________________ Deputy

* Strike out inappropriate word

COMMENTS ON BROWN ACT (SECRET MEETING LAW)

School boards must hold previously announced meetings which are open to the public unless the exceptions of Government Code Section 54957 (a part of the Ralph M. Brown Act) or Education Code Section 967 apply. Pertinent sections relating to executive or personnel meetings together with excerpts of related judicial decisions and Attorney General opinions follow. School districts are faced with a number of practical problems as a result of these sections, decisions, and opinions. Opinion of counsel should be obtained as questions in this area arise.

GOVERNMENT CODE

PREAMBLE OF THE RALPH M. BROWN ACT

54950. DECLARATION, INTENT: SOVEREIGNTY. In enacting this chapter, the Legislature finds and declares that the public commissions, boards, and councils and the other public agencies in this State exist to aid in the conduct of the people's business. It is the intent of the law that their actions be taken openly and that their deliberations be conducted openly.

The people of this State do not yield their sovereignty to the agencies which serve them. The people, in delegating authority, do not give their public servants the right to decide what is good for the people to know and what is not good for them to know. The people insist on remaining informed so that they may retain control over the instruments they have created.

54952.6. Action taken, definition. As used in this chapter, "action taken" means a collective decision made by a majority of the members of a legislative body, a collective commitment or promise by a majority of the members of a legislative body to make a positive or a negative decision, or an actual vote by a majority of the members of a legislative body when sitting as a body or entity, upon a motion, proposal, resolution, order or ordinance.

(Note: "Legislative Body" includes school boards.)

54953. Meetings to be open and public; attendance. All meetings of the legislative body of a local agency shall be open and public, and all persons shall be permitted to attend any meeting of the legislative body of a local agency, except as otherwise provided in this chapter.

(Note: "Local Agency" includes school districts.)

All meetings of city council with city manager, assistant city manager, city attorney, and planning director are, with certain exceptions, subject to provisions of secret meeting law as stated in 54950 et seq., and the public is entitled to notice of meeting and to the right to attend even if no "action" is contemplated. 42 Ops. Atty. Gen. 61.

The Secret Meeting Law which requires all meetings of legislative body of local agency to be open and public does not apply to special committees or subcommittees of local agencies which consist of less than a quorum of the members of the legislative body that have created them. 32 Ops. Atty. Gen. 240.

Meetings between city council and city attorney for purpose of general discussion and consideration of problems confronting city council, including legal problems, fall within purview of and are subject to 54950 - 54958, but meetings between city council and city attorney held solely to discuss litigation, pending, proposed, or anticipated, are not required to be open to the public where public discussion would benefit city's adversary and would be to detriment of public. 36. Ops. Atty. Gen. 175.

54957. Executive sessions; exclusion of witnesses. Nothing contained in this chapter shall be construed to prevent the legislative body of a local agency from holding executive sessions during a regular or special meeting to consider the appointment, employment or dismissal of a public officer or employee or to hear complaints or charges brought against such officer or employee by other public officer, person or employee unless such officer or employee requests a public hearing. The legislative body also may exclude from any such public or private meeting, during the examination of a witness, any or all other witnesses in the matter being investigated by the legislative body.

Neither members of the press nor any other individuals who are not witnesses in the matter being investigated may be admitted to an executive session held by local agency pursuant to this section, and the Ralph M. Brown Act, as found in 54950 et seq., does not permit exceptions. 47 Ops. Atty. Gen. 34, 9-8-65.

Minutes of executive sessions of school boards concerning discussion or action on personnel matters are not available for public inspection but may be made public by the determination of a majority of the governing board. 44 Ops. Atty. Gen. 147, 11-18-64.

Meetings of city council with the city manager, assistant city manager, city attorney and planning director for pre-meeting briefing sessions are subject to open meeting requirements of secret meeting law unless subjects under discussion involve matters coming within provisions of this section or are subject of current or pending litigation; hence, discussions of city council involving placement of items on agenda, real property negotiation, in absence of actual litigation or presently threatened litigation, as well as review of formal agenda for purpose of providing information to city council members should be held in open and public meetings subject to formal requirements of said law. 42. Ops. Atty. Gen. 61.

The secret meeting law, as found in 54950 et seq., governs regularly held luncheon meetings, not merely social attendance, by members of one or more city councils with representatives of certain civic associations where purpose of such meetings is to discuss items of importance such as location of school facilities, airport facilities, water supply, sewage disposal and beach erosion. 43 Ops. Atty. Gen. 36.

Provisions of the Brown Act, Gov. C. 54950 - 54960, requiring public meetings of legislative bodies of local agencies, do not apply to appointment to fill city council vacancy, which falls within exception contained in this section, and appointment made at executive session of council is valid. 40 Ops. Atty. Gen. 4.

Local agencies, including school boards, may hold executive sessions only during regular or special meetings for which adequate notice has been given as required by provisions of secret meeting law. 43 Ops. Atty. Gen. 79, 2-18-64.

54959. Penalty for unlawful meeting. Each member of a legislative body who attends a meeting of such legislative body where action is taken in violation of any provision of this chapter, with knowledge of the fact that the meeting is in violation thereof, is guilty of a misdemeanor.

EDUCATION CODE

967. Notwithstanding the provisions of Section 966 of this code and Section 54950 of the Government Code, the governing body of a school district may hold executive sessions to consider the expulsion, suspension, or disciplinary action in connection with any pupil of the school district, if a public hearing upon such question would lead to the giving out of information concerning school pupils which would be in violation of Section 10751 of the Education Code.

Before calling such executive session of the governing board of the district to consider these matters, the governing board of the district shall, in writing, by registered or certified mail or by personal service, if the pupil is a minor, notify the pupil and his parent or guardian, or the pupil if the pupil is an adult, of the intent of the governing board of the district to call and hold such executive session. Unless the pupil, or his parent, or guardian shall, in writing, within 48 hours after receipt of such written notice of intention, request that the hearing of the governing board be held as a public hearing, then the hearing to consider such matters may be conducted by the governing board in executive session. If such written request is served upon the clerk or secretary of the governing board, the meeting shall be public. Whether the matter is considered at an executive session or at a public meeting, the final action of the governing board of the school district shall be taken at a public meeting and the result of such action shall be a public record of the school district.

School district is permitted by open meeting law to hold executive session to consider disciplinary problem only when it would not violate 10751, prohibiting school trustees from giving out personal information concerning pupil, and district is prohibited from upholding open meeting on such subject unless public meeting is requested by pupil or by his parent or guardian and if no request is made district's governing board may hold closed door executive session only. Elder v. Anderson (1962) 23 Cal. Rptr. 48, 205 C.A. 2d 326.

APPENDIX F

Part I

GUIDELINE FOR EVALUATING A SUPERINTENDENT

It must be remembered that much of the work of the superintendent is circumscribed by the policies of the board of education; the manner in which the board works and the resources available to the board and the district. Conversely, the effectiveness of the board is greatly affected by the quality of the work of the superintendent.

Therefore, much of Part I of the evaluation of the superintendent might be looked upon as an evaluation of the joint responsibilities of the board and the superintendent.

The manner in which these guidelines will be used will vary from district to district. These may assist school boards and superintendents in establishing their own procedure. A face-to-face discussion is probably the best procedure whether it takes place between the president of the board and the superintendent after the president has discussed the matter with the other members or at a meeting of the board as a whole and the superintendent. It is doubtful that such a procedure would be fruitful in a public meeting.

The responsibilities of a superintendent are very broad so a number of main headings have been given with a series of statements indicative of the items with which the heading deals. It is doubtful if a board would want to, or be able to, go through the entire list of substatements.

A. Organization for the Administration of the School System

1. A plan for the Administrative organization and structure of the entire school district has been devised which shows lines of responsibility and relationships. It provides for present and future needs of the district, and the board, superintendent, and staff are well informed concerning it.
2. There is a written statement which outlines the expectations of the board in regard to the role of the superintendent in relation to staff, community, and instructional program.
3. A policy exists which provides for consideration of promotion of personnel within the district as well as recruiting from outside the district.
4. The roles and responsibilities of staff members have been outlined.
5. The present administrative assignments encourage harmonious relationships among various segments of the school system.
6. The superintendent holds regularly scheduled meetings with his administrative staff.
7. The superintendent has made provision for direct two-way communication with the teaching and classified staff.

A. Organization for the Administration of the School System (Continued)

8. A detailed budget is provided for the administration and supervision of the entire certificated and classified staff.

9. Provision is made for periodic evaluation of the administrative and supervisory staff.

10. Teachers' assignments to grade and/or subject matter are based upon their competency to instruct at the assigned grade level and/or particular subject field.

11. Custodial and maintenance staff exists for the maintenance of school facilities as a part of the environment conducive to learning.

12. The business functions of the district are performed by qualified personnel.

13. Clerical help is provided to relieve professional staff of non-professional functions.

B. Curricula and Instructional Methods

1. Written board policy exists as to the objectives of the educational philosophy of the district and the public has been informed regarding these objectives.

2. Time is provided at board meetings for the discussion of the instructional program.

3. There is a plan for keeping the community informed concerning the program of instruction and plans for its improvement.

4. The superintendent takes an active leadership role in the development and improvement of the program of instruction.

5. Provision is made for staff involvement in the continuous development and improvement of the program of instruction.

6. The budget makes provision for the improvement of the education program through:

    a. Provision of supplies and instructional aids.

    b. Teacher participation in curriculum revision by released time and/or compensation for extra time spent.

    c. Relief of teachers from non-professional duties by providing clerical personnel and pupil supervision outside of classrooms.

    d. Provision for instituting pilot studies of experimental courses and new teaching techniques.

B. Curricula and Instructional Methods (Continued)

   e. Provision of consultant services, when necessary.

   f. Provision for library services.

7. Written board policy exists on the subject of:

   a. Teaching of controversial issues.

   b. The selection of instructional materials.

   c. The review of instructional materials the use of which has been questioned by any individual or group.

8. The curriculum requirements of the educational code have been:

   a. Met.

   b. Exceeded.

9. Provision is made for the continuous appraisal and evaluation of the instructional program in terms of the district's educational objectives through use of some of the following methods:

   a. A testing program which measures pupil achievement against local, state, and national norms.

   b. Accreditation of individual school by accreditation services.

   c. Professional consultants from outside the district.

   d. Reports on graduates' performances.

   e. Analysis of drop-out rates and causes.

10. Provision is made for improving the quality of teaching through:

   a. Analysis of the district's ability to recruit teachers.

   b. Analysis of the ability of the district to retain teachers.

   c. Analysis of the reasons for teacher turnover.

   d. Analysis of teacher assignment in conformance with competency.

   e. Recognition of outstanding teacher performance by outside agencies.

11. There is a planned program to effect coordination of the instructional program between various grade levels and between elementary, high school, and college levels.

C. Employee and Pupil Personnel Services

1. Written policy exists concerning both certificated and classified staff regarding:
    a. Salaries.
    b. Leaves of absence.
    c. Attendance at educational conferences.
    d. Evaluation of performance.
2. Employees are involved in the formulation of policies which directly concern them.
3. Board policies are readily available to all members of the staff.
4. Communication has been established between the superintendent and all employees.
5. Provision is made for the complaints of employees to be heard and subsequent action to be taken.
6. Employee representation is encouraged and welcomed at board meetings.
7. Written personnel records are kept for all members of the staff.
8. Pupil personnel services are provided for all students and complete and usable permanent records are kept in the areas of:
    a. Attendance and welfare.
    b. Counseling and guidance.
    c. Health.
    d. Testing program - individual ability, achievement, vocational aptitude.

D. Personnel - The Superintendent

1. Has organized an active program for personnel recruitment that ranges beyond the immediate area as far as is necessary to provide a competent, well balanced staff.
2. Has provided for a systematic check of the references of all likely candidates for vacancies or prospective vacancies.
3. Interviews top applicants for key positions, such as principals or assistant superintendents, before recommending them to the board for appointment.

D. Personnel - The Superintendent (Continued)

4. Recommends for employment the best candidate without regard to race, creed, or national origin.

5. Arranges for the systematic evaluation of all non-tenure teachers by at least two responsible administrators.

6. Arranges for the systematic evaluation of tenure teachers by responsible administrators.

7. Provides advice and assistance and a reasonable opportunity for improvement, within the limitations imposed by the law, to all teachers receiving an unsatisfactory evaluation.

8. Recommends in accordance with the law for dismissal or reassignment any employee, tenure or probationary, who has been evaluated as unsatisfactory after the employee has been given assistance and an opportunity to improve but still fails to meet the standards of the district.

9. Has shown such judgment in recommending candidates for employment during the last three years that not more than 5 percent of them have had to be released or replaced because of dissatisfaction with their job performance.

10. Arranges for a written record of the job performance of every teacher who leaves the system to be placed in the file to be used as the basis for an official resource for reference requests.

11. Provides a program for continuing growth and professional development of teachers and principals that encourages improvement.

12. Supports his staff while demanding their best efforts.

13. Accepts ultimate responsibility for the staff's decisions and performance.

14. Provides training for new leaders to replace principals and other key staff members who may retire or leave for any cause.

15. Has provided for his own temporary replacement in case of calamity.

16. Has the confidence and respect of his staff.

17. Avoids frequent overriding of subordinates.

18. Provides for the systematic evaluation of all principals, other administrators and non-teaching professionals by appropriate administrators which is revealed to the employee.

19. Meets regularly at least once a month with principals and other key administrators.

D. Personnel - The Superintendent (Continued)

20. Makes himself available to staff and private citizens alike within the limitations imposed by his complex duties.

21. Has engendered a team spirit among the staff in their approach to educational problems.

22. Develops and makes use of adequate lines of communication with the staff.

23. Meets and confers with representatives of the teachers in accordance with the Winton Act.

E. School Plant Planning and Management

1. School facilities are adequate to meet student enrollment and to provide an environment conducive to learning.

2. There is evidence of long range planning for new sites and facilities where needed.

3. A plan has been developed for the acquisition of sites as needed.

4. Recognition has been given to the need for sufficient administrative personnel to keep abreast of the changes taking place in school design and construction in accordance with the educational needs of the district.

5. Educational specifications are prepared by the district staff in accordance with the educational philosophy of the district and the policies of the board to guide the architect.

6. The staff is involved in the plans for new facilities.

7. The board reviews the plans of the architect at various stages in their development.

8. School plants are well maintained by the staff.

9. School plants are efficiently utilized by the staff.

10. There is a planned program of preventive maintenance.

F. Business and Financial Management

1. The current income of the district meets the needs of the total program.

2. The business functions of the district are efficiently managed:

F. Business and Financial Management (Continued)

2.
   a. The purchase and delivery of supplies is efficient and provides materials for instruction and plant maintenance when needed.

   b. Accounting procedures are in line with recommended accounting practices.

   c. Control over expenditures is safeguarded.

      1. Funds of the district are committed only by the board of education.

      2. A system of requisitions and purchase orders is used for all purchasing.

      3. Information regarding the system is made available to all employees and deviation from the established procedure is not tolerated.

3. Management of the business affairs of the district is directed toward serving rather than controlling the instructional program.

4. The budget is planned in terms of educational priorities.

5. The district maintains reserves for contingencies.

6. Expenditures for unbudgeted items are authorized only after a review of total expenditures and other unmet needs.

7. An insurance program is provided.

8. The budget is presented to the board in a manner which promotes its full understanding.

9. The superintendent makes full use of the teachers and other staff members in developing pertinent budget items.

10. The superintendent shares with the board his own priorities on various budget items and amounts.

11. The superintendent provides the board with at least bimonthly reports on the operating budget accounts.

G. Community Relations

1. Written board policy governs the relationship of board and staff with mass media - newspapers, television, radio:

   a. Designates who shall be spokesman for the district.

   b. Encourages checking of facts with the district, and district cooperation to make all facts available.

G. Community Relations (Continued)

2. A planned program to improve school-community relations is in effect including such things as:

    a. Newsletters or bulletins for parents.

    b. School programs and exhibits.

    c. Speeches before community groups.

    d. Citizen involvement in study of specific school problems.

    e. Encouragement of PTA.

    f. Regularly scheduled reports by the staff on various aspects of the instructional program at board meetings.

    g. A cooperative relationship with news media.

    h. Cooperation with other community agencies such as the planning commission, city council, family service agency, etc.

3. Written board policy outlines the channeling of complaints, criticisms, and concerns of the community for study and action.

H. Superintendent's Administration of the School District

1. As an administrator, the superintendent:

    a. Distinguishes between prime problems and trivialities.

    b. Plans his own time so that matters of greatest importance are dealt with thoroughly.

    c. Has organized the staff so that appropriate decision-making may take place at various levels as contrasted with most decisions being made at the superintendent's level.

    d. Periodically reviews and reorganizes staff duties and/or responsibilities to take full advantage of the staff's special competencies.

    e. Has encouraged systemization such that all significant activities or duties are performed regularly or administered promptly.

    f. Encourages research and creativity among employees.

    g. Informs the board and general public in an annual report or in a series of reports of the state of the public schools.

    h. Provides the board with a written agenda at least two days before each board meeting.

PART II

GUIDELINE FOR
PERSONAL EVALUATION OF THE SUPERINTENDENT

A. Relationship with the Board. The Superintendent

1. Keeps the board informed on issues, needs, and operation of the school system.

2. Offers professional advice to the board on items requiring board action, with appropriate recommendations based on thorough study and analysis.

3. Interprets and executes the intent of board policy.

4. Seeks and accepts constructive criticism of his work.

5. Supports board policy and actions to the public and staff.

6. Has a harmonious working relationship with the board.

7. Understands his role in administration of board policy, makes recommendations for employment or promotion of personnel in writing and with supporting data, and accepts responsibility for his recommendations. If the recommendation is questioned by the board, he finds another person to recommend.

8. Receives recommendations for personnel from board members with an open mind but applies the same criteria for his selection for recommendation as he applies to applications from other sources.

9. Accepts his responsibility for maintaining liaison between the board and personnel working toward a high degree of understanding and respect between the staff and the board and the board and the staff.

10. Remains impartial toward the board, treating all board members alike.

11. Refrains from criticism of individual or group members of the board.

12. Goes immediately and directly to the board when he feels an honest, objective difference of opinion exists between him and any or all members of the board in an earnest effort to resolve such difference immediately.

13. Feels free to maintain his opposition to matters under discussion by the board until an official decision has been reached, after which time he subordinates his own views to those of the board as long as he remains in its employ.

B. Community Relationships

1. Gains respect and support of the community on the conduct of the school operation.

B. Community Relationships (Continued)

2. Solicits and gives attention to problems and opinions of all groups and individuals.
3. Develops friendly and cooperative relationships with news media.
4. Participates actively in community life and affairs.
5. Achieves status as a community leader in public education.
6. Works effectively with public and private agencies.

C. Staff and Personnel Relationships

1. Develops and executes sound personnel procedures and practices.
2. Develops good staff morale and loyalty to the organization.
3. Treats all personnel fairly, without favoritism or discrimination, while insisting on performance of duties.
4. Delegates authority to staff members appropriate to the position each holds.
5. Recruits and assigns the best available personnel in terms of their competencies.
6. Encourages participation of appropriate staff members and groups in planning, procedures, and policy interpretation.
7. Evaluates performance of staff members, giving commendation for good work as well as constructive suggestions for improvement.
8. Takes an active role in development of salary schedules for all personnel, and recommends to the board the levels which, within budgetary limitations, will best serve the interests of the district.
9. At the direction of the board, meets and confers with the negotiating council, representing to the best of his ability and understanding the interest and will of the board.

D. Educational Leadership

1. Understands and keeps informed regarding all aspects of the instructional program.
2. Implements the district's philosophy of education.

D. Educational Leadership (Continued)

3. Participates with staff, board, and community in studying and developing curriculum improvement.

4. Organizes a planned program of curriculum evaluation and improvement.

5. Provides democratic procedures in curriculum work, utilizing the abilities and talents of the entire professional staff and lay people of the community.

6. Exemplifies the skills and attitudes of a master teacher and inspires others to highest professional standards.

E. Business and Finance

1. Keeps informed on needs of the school program - plant, facilties, equipment, and supplies.

2. Supervises operations, insisting on competent and efficient performance.

3. Determines that:

   a. Funds are spent wisely.

   b. Adequate control and accounting are maintained.

4. Evaluates financial needs and makes recommendations for adequate financing.

F. Personal Qualities

1. Defends principle and conviction in the face of pressure and partisan influence.

2. Maintains high standards of ethics, honesty, and integrity in all personal and professional matters.

3. Earns respect and standing among his professional colleagues.

4. Devotes his time and energy effectively to his job.

5. Demonstrates his ability to work well with individuals and groups.

6. Exercises good judgment and the democratic processes in arriving at decisions.

F. Personal Qualities (Continued)

7. Possesses and maintains the health and energy necessary to meet the responsibilities of his position.

8. Maintains poise and emotional stability in the full range of his professional activities.

9. Is customarily suitably attired and well groomed.

10. Uses English effectively in dealing with staff members, the board, and the public.

11. Writes clearly and concisely.

12. Speaks well in front of large and small groups, expressing his ideas in a logical and forthright manner.

13. Thinks well on his feet when faced with an unexpected or disturbing turn of events in a large group meeting.

14. Maintains his professional development by reading, course work, conference attendance, work on professional committees, visiting other districts and meeting with other superintendents.

COMMENTS:

SUBJECT OF EVALUATION______________________________

DATE_______________________________________

PART III

GUIDELINE FOR SELF APPRAISAL OF THE BOARD

The Instrument for Self Appraisal of the Board is intended for use in self-appraisal only, but the reaction of the superintendent may also be requested if desired. It may also be useful in instances where an individual board member fails to understand his role as a member of a team and it becomes necessary for the board to call this fact to his attention. The self-appraisal instrument "How Are We Doing?" published by the California School Boards Association may be substituted for this instrument.

A. Relationship With Superintendent

1. Establishes written policies for the guidance of the superintendent in the operation of the schools.
2. Provides the superintendent with a clear statement of the expectation of performance and personal qualities against which he will be measured periodically.
3. Engenders confidence in the superintendent by inviting communication from the superintendent.
4. Reaches decisions only on the basis of study of all available background data and consideration of the recommendation of the superintendent.
5. Requests information through the superintendent and only from staff members with the knowledge of the superintendent.
6. Provides a climate of mutual respect and trust offering commendation whenever earned, and constructive criticism when necessary.
7. Matters tending to alienate either board members or superintendent are discussed immediately rather than being permitted to fester and deteriorate.
8. Provides opportunity and encouragement for professional growth of the superintendent.
9. Provides time for the superintendent to plan.
10. Takes the initiative in maintaining a professional salary for the superintendent comparable with salaries paid for similar responsibility in and out of the profession.

B. Community Relationships

1. Encourages attendance at board meetings.

B. Community Relationships (Continued)

2. Actively fosters cooperation with various news media for the dissemination of information about the school system.

3. Insures a continuous planned program of public information regarding the schools.

4. Participates actively in community affairs.

5. Channels all concerns, complaints, and criticisms of the school system through the superintendent for study and report back to the board if action is required.

6. Protects the superintendent from unjust criticism and the efforts of vocal special interest groups.

7. An individual board member does not commit himself to a position in answer to an inquiry or in public statements unless board policy is already established and clear or the question addressed to him requires merely a recitation of facts about the school system.

8. Encourages citizen participation in an advisory capacity in the solution of specific problems.

9. Is aware of community attitudes and the special interest groups which seek to influence the district's program.

10. Takes leadership in developing a community-wide effort to find and persuade its most capable members to file for candidacy for the board of education.

C. Board Meetings

1. Has established written procedures for conducting meetings which include provision for the public to be heard but prevents a single individual or group from dominating discussions.

2. Conducts its meetings in such room and seating arrangement as to allow the district's business affairs to be conducted by the board and its administrative staff. The audience is placed in such a position as to make a clear line of demarcation between themselves and the board.

3. Selects a chairman on the basis of his or her ability to properly conduct a meeting rather than on seniority or rotation.

C. Board Meetings (Continued)

4. New items of a complex nature are not introduced for action if they are not listed on the agenda but are presented for listing on a subsequent agenda.

5. Definitive action is withheld until asking if there is a staff recommendation and what it is.

6. Care is used in criticizing a staff recommendation in terms of implying a criticism of the superintendent or a member of his staff.

7. The privilege of holding over matters for further study is not abused.

8. Each member makes a sincere effort to be informed on all agenda items listed prior to the meeting.

9. Controversial, complex, or complicated matters are held over or placed on the agenda for discussion only prior to consideration for adoption.

D. Staff and Personnel Relationships

1. Develops sound personnel policies, involving the staff when appropriate.

2. Authorizes the employment or dismissal of staff members only upon the recommendation of the superintendent.

3. Makes provision for the complaints of employees to be heard, and after full study if staff dissatisfaction is found to exist, takes action to correct the situation through appropriate administrative channels.

4. Is receptive to suggestions for improvement of the school system originating with the staff and approved by the superintendent.

5. Encourages professional growth and increased competency through:

    a. Attendance at educational meetings.

    b. Training on the job.

    c. Salary increments which recognize training and experience beyond minimum qualifications for a given position.

6. Makes the staff aware of the esteem in which it is held.

7. Provides a written policy protecting the academic freedom of teachers.

E. Relationship to the Instructional Program

1. Understands the instructional program and the general restrictions imposed on it by the Legislature, the State Board of Education, and college and university requirements.

2. Realistically faces the ability of the community to support a quality education for its children.

3. Resists the efforts of special interest groups to influence the instructional program if the effect would be detrimental to the students.

4. Encourages the participation of the professional staff, and in certain instances the public, in the development of the curricula.

5. Weighs all decisions in terms of what is best for the students.

6. Provides a policy outlining the district's educational objectives against which the instructional program can be evaluated.

7. Keeps abreast of new developments in course content and teaching techniques through attendance and particiaption in school board assocaition conferences and meetings of other educational groups and by reading of selected books and periodicals.

F. Relationship to Financial Management of the Schools

1. Equates the income and expenditures of the district in terms of the quality of education that should be provided and the ability of the community to support such a program.

2. Takes the leadership in suggesting and securing community support for additional financing when necessary.

3. Establishes written policies which will insure efficient administration of purchasing, accounting, and payroll procedures, and the insurance program.

4. Authorizes individual budgetary allotments and special non-budgeted expenditures only after considering the total needs of the district.

5. Makes provision for long-range planning for acquisition of sites, additional facilities, and plant maintenance.

*G. Personal Qualities

1. A sincere and unselfish interest in public education and in the contribution it makes to the development of children.
2. A knowledge of the community which the school system is designed to serve.
3. An ability to think independently, to grow in knowledge, and to rely on fact rather than prejudice, and a willingness to hear and consider all sides of a controversial question.
4. A deep sense of loyalty to associates and respect for group decisions cooperatively reached.
5. A respect for, and interest in, people and ability to get along with them.
6. A willingness to work through defined channels of authority and responsibility.
7. A willingness to devote the necessary time to become an effective board member.

*Boardsmanship, A Guide for the School Board Member, California School Boards Association.

THE SUPERINTENDENT/BOARD RELATIONSHIP

RESOLUTION OF THE ______________________________ SCHOOL DISTRICT.

WHEREAS, it is the aim, purpose and desire of the School District to maintain and improve effective School Board-Superintendent and staff relationships; now, therefore,

BE IT RESOLVED that the ______________________________ School District does hereby and herewith adopt the policies and procedures set forth in the CSBA-CASA document entitled "The Superintendent/Board Relationship" except those portions found to be in conflict with existing rules and regulations and such other portions that are hereafter specified; namely

____

____

____
(insert "No exceptions" if adopted entirely)

The foregoing resolution was moved by Board Member __________________,

duly seconded by Board Member __________________, and adopted to be

effective by the following vote:

AYES:

NOES:

ABSENT OR NOT VOTING:

SO ORDERED.

____
President

ATTEST:

____
Secretary

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